

**Appendix D: Sample Crisis Safety Plan Component of the Individualized Care Plan**

**Child:** AJ Viera

**Life Domain** Emotional/Behavioral, School, Legal

**Need(s) (Specific statement related to CANS items and Medical Necessity):** AJ needs help to interact with others without physical or verbal aggression. In the past these actions have resulted in expulsion from school, arrest and probation.

School

7-1-10	3 – AJ was on school suspension for the last three months of school for fighting
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Community

7-1-10	3- AJ has engaged in multiple acts of fighting which may soon result in his placement in juvenile justice detention
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Oppositional

7-1-10	3- AJ has caused physical harm to others and refused authority figure intervention
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Conduct

7-1-10	3 - AJ is on probation and expelled for the rest of the school year as result of his aggression to others
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**Goal:** AJ will meet and interact with others at school and in the community with no episodes of physical or verbal aggression.

**Functional Assessment for this Goal**

**Date Functional Assessment Completed:** July 23, 2010

**People who supplied information for Functional Assessment:** AJ, Nyrell, Anthony, Miriam, Samuel and Laurie

**Predicted Behavior** (specify frequency, intensity or duration): AJ has been physically aggressive to other youth and hit or kicked them to the point he caused physical injury. These episodes have almost always been preceded by verbal aggression and shoving. In the past two months he engaged in three to four episodes of verbal aggression and shoving per week. In the last month before he was expelled from school he was verbally aggressive one or two times per week at school. He also was verbally aggressive in the community 3 to 5 times per week. The episodes escalated to physical aggression six times during that two month period. In two of these the other youth required medical attention and for one he was arrested and suspended from school for the rest of the year. The episodes of verbal aggression and shoving may last for less than two minutes. The physical aggression is generally one or two hits or kicks which will often knock the other person to the ground. On two occasions the other individual fought back and the fights lasted for 3 or 5 minutes until someone intervened.

### **Before the behavior**

Setting Events (what are the setting events or triggers that lead to the behavior or crisis). The only setting event that always leads to physical aggression is physical aggression from another youth. Any time that AJ is pushed, hit or kicked he will almost immediately fight back. This happened twice in the last two months. In the other four situations there was a combination of setting events that all occurred at the same time that were triggers for the verbal aggression and shoving and several other triggers that accelerated the verbal aggression and shoving to physical aggression. In each of the four cases reviewed at least two of the following had occurred:

- AJ was already upset because Tisha had been very loud, demanding or in his stuff before he left the house
- AJ was in a situation in which there were multiple people standing around and there was a lot of noise and activity
- Other youth teased him about his size, his family or something else that he took as a personal affront
- Someone bumps or touches him (not necessarily on purpose or with any intent)

### Signs the Behavior/Crisis is Beginning

Before AJ becomes verbally aggressive or starts to shove other people he often starts talking louder, he will crowd people's personal space and stare. He reports that he feels "jumpy" which makes him very sensitive to any noises or annoyances

### When the Behavior does not occur

AJ does not engage in verbal aggression, shoving or fighting when he is with Nyrell unless he is physically attacked. He does not engage in these activities when he is well rested, with people one on one or in small groups and/or is engaged in preferred activities (playing soccer, working out, or training for martial arts).

**During the behavior** (how do people respond to the crisis or behavior and how do these responses impact the crisis or behavior (e.g., make it better or worse): When AJ starts to stand too close to other people, talk loud, or become verbally aggressive, if someone with him reminds him about his probation plan and suggests they get away from the crowd, he will often back off. If the other person backs away or talks to him in a calm voice he will often back off. If the other person talks in a louder voice or shoves back, AJ will get more aggressive very quickly. If people standing around him egg him on he will often get more aggressive. Once the other person has been knocked down and does not fight back AJ will become calmer and walk away. He generally has no remorse and feels the other person caused the situation.

**Function of Behavior (why do you think the person does it):** AJ is small for his age and as a younger child was often picked on. Anthony taught him how to defend himself and he now has a brown belt in a mixed martial art. He has learned strategies for sudden and effective attacks. The verbal aggression, shoving and physical aggression are all ways he defends himself from real or imagined taunting or attack and the function is to remove these threats and taunts. A secondary gain is the attention and reputation he gets from the success of the attacks. Although these things get him in trouble, suspended from school, and arrested, they also gain him status with a certain group of students at the school and in the community.

**Interventions (what worked & didn't work and why):** teachers monitoring the community gathering areas has decreased the frequency of

episodes and the number of times they become more extended fights but the episodes are so sudden and over so quickly that they do not have much effect. School detentions, grounding, and suspensions have all been tried but do not seem to override the situations and the rates and durations of the behaviors were not impacted. If anything more time in the house with Tisha may increase the frequency of the behaviors. A point system in which he earned privileges for days not engaging in the behaviors had almost no effect and AJ says it was insulting because the incidents were caused by the other people anyway. An anti-bullying campaign at the middle school that taught students to back away from problems and to not egg other people on seemed to help a little.

**Alternative Behaviors:** AJ could learn ways to deflect verbal aggression and de-escalate situations that are becoming physical. Based on AJs strengths and interests having other ways to prove himself and demonstrate his abilities might address the secondary gains of the behaviors. He is good at martial arts and soccer and interested in physical fitness.

**Strengths for this need** (Match strengths of youth, family, and team for this goal. What can the team build on?)

- AJ has friends at school and in the neighborhood
- His best friend is his cousin Nyrell who is in his grade at school
- Nyrell is a good role model and is good at calming AJ down
- AJ is close to his Dad (Anthony), sees him often, and likes to work out and play soccer with him
- AJ and Nyrell would like to play high school soccer

**Culture for this Need** (Define aspects of youth and family culture that relate to this goal)

- Anthony believes you should protect yourself and taught AJ mixed martial arts.
- AJ believes you must stand up for yourself.
- Mariam accepts responsibility that her drinking and domestic violence with Anthony was a cause of AJ’s problems.
- AJ’s parole officer says AJ is a smart kid who is not looking for trouble.
- AJ likes it to be quiet at home and does not like his privacy invaded or possessions messed with.
- AJ listens to his therapist, is open with him, and says he has learned some things about himself.
- AJ has mutual respect for a close group of friends who will help each other out.

**Short Term Objective Measurement Strategy:**

Meeting Date	Objective(s)	Measurement Strategy
7-28-10	AJ will have no incidents of fighting and fewer than 5 episodes of verbal aggression in the next two weeks.	Mariam will begin a log of fighting and verbal aggression with date, time and circumstances. She and AJ will review his day each day and this will be one of the areas of discussion

<b>Prevention Steps</b> <b>Prior to (list a trigger):</b>	<b>Task (list a prevention step):</b>	<b>Responsible Person</b>	<b>Target Start Date</b>	<b>Target End Date</b>	<b>Task Status</b>
<p>AJ was upset because Tisha had been loud, demanding or in his stuff before he left the house</p> <p>AJ was in a situation in which there were multiple people standing around and the noise level was louder</p> <p>Other youth teased him about his size, his family or something else that he took as a personal affront</p>	<ul style="list-style-type: none"> <li>• Mariam with AJ’s help will implement the crisis plan for Tisha which should reduce the disruption in the home</li> <li>• AJ will have some noise cancelling headphones that he can use with the video games, computer or just to block out noise in the house</li> <li>• AJs room will be off limits to Tisha and he will be able to secure the door to keep her out. He will keep things he does not want her to disturb in his room</li> <li>• AJ and Samuel will continue to explore the situations that lead to aggression and strategies for self-control</li> <li>• Samuel and AJ will develop a way for AJ to check his level of “jumpiness and anxiety “through sessions</li> <li>• AJ will assess his self-control before entering larger groups of people. If he feels he is not fully in control he will remind himself of his probation plan (in his pocket)</li> <li>• Keith will talk to Anthony and AJ about strategies to “save face” and still not get involved in fighting once a situation begins to escalate</li> <li>• Anthony, Nyrell and AJ will role play these situations and practice the responses</li> <li>• AJ will debrief his day and any situations with Miriam each evening and call Anthony and debrief if he got close to fighting.</li> </ul>	<p>Mariam and AJ</p> <p>Anthony and Mariam</p> <p>Anthony and Mariam</p> <p>Samuel Wickerson AJ</p> <p>Samuel Wickerson AJ</p> <p>AJ</p> <p>Keith</p> <p>AJ Anthony and Nyrell</p> <p>AJ Anthony and Mariam</p>	<p>8-11-10</p> <p>8-05-10</p> <p>8-05-10</p> <p>7-29-10</p> <p>7-29-10</p> <p>8-12-10</p> <p>8-03-10</p> <p>8-07-10</p> <p>7-28-10</p>	<p>Ongoing</p> <p>8-05-10</p> <p>8-05-10</p> <p>12-15-10</p> <p>8-19-10</p> <p>Ongoing</p> <p>8-17-10</p> <p>8-14-10</p> <p>Ongoing</p>	<p></p> <p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p> <p></p> <p>Complete</p> <p>Complete</p> <p></p>

Someone bumps or touches him (not necessarily on purpose or with any intent)	<ul style="list-style-type: none"> <li>AJ and Samuel will explore his feelings of being disrespected and develop non-violent strategies to respond to this</li> </ul>	Samuel Wickerson AJ	7-29-10	8-26-10	Complete
	<ul style="list-style-type: none"> <li>AJ will role play responses to taunts and teasing with Nyrell</li> </ul>	AJ and Nyrell	8-06-10	9-10-10	Complete
	<ul style="list-style-type: none"> <li>AJ will role play being bumped or touched with Anthony and Nyrell</li> </ul>	AJ, Nyrell, Anthony	8-07-10	8-21-10	Complete

Early Intervention Steps		Responsible Person	Target Start Date	Target End Date	Task Status
Signs Behavior is Beginning:	Task (Early Intervention):				
<p>Before AJ becomes verbally aggressive or starts to shove other people he often starts talking louder, he will crowd people's personal space and stare</p> <p>He reports that he feels "jumpy" which makes him very sensitive to any noises or annoyances</p>	<ul style="list-style-type: none"> <li>Nyrell and AJ will recruit three other friends to help AJ avoid fighting.</li> </ul>	Nyrell and AJ	8-13-10	8-13-10	Complete
	<ul style="list-style-type: none"> <li>When AJ is going into groups of people he will try to have one of his "friends with him"</li> </ul>	AJ	8-03-10	Ongoing	
	<ul style="list-style-type: none"> <li>When AJ begins to become verbally aggressive, crowding or shoving others, someone will encourage him to move away from the crowd of people</li> </ul>	Nyrell	8-16-10	Ongoing	
	<ul style="list-style-type: none"> <li>When AJ begins to become verbally aggressive, crowding or shoving others, someone will encourage him to move away from the crowd of people</li> </ul>	Nyrell	7-29-10	Ongoing	
	<ul style="list-style-type: none"> <li>When AJ feels "jumpy" he will read his probation plan and tell Nyrell he is feeling jumpy if Nyrell is around</li> </ul>	AJ	7-29-10	Ongoing	
	<ul style="list-style-type: none"> <li>When AJ feels "jumpy" he will move away from groups of people</li> </ul>	AJ	7-29-10	Ongoing	
	<ul style="list-style-type: none"> <li>When AJ feels "jumpy" he will go to a quiet place and place and play video games on his phone</li> </ul>	AJ	7-29-10	Ongoing	

<b>Behavior or Crisis</b>	<b>Intervention Steps</b> <b>Task (intervention steps):</b>	<b>Responsible Person</b>	<b>Target Start Date</b>	<b>Target End Date</b>	<b>Task Status</b>
If AJ hits or kicks another youth at school. (The school has a zero tolerance policy and AJ could have been expelled for the last offense. Because he is in wraparound and has this safety plan he is being given one last chance).	<ul style="list-style-type: none"> <li>• Anyone around should talk to him calmly and get him to back away from the situation. He will go to the vice Principals office and calm down until a police officer can take him to detention</li> <li>• He will be expelled from school for the rest of the year and will have to develop a restitution plan to be allowed to return to school next year</li> <li>• Keith will review the situation with the school and if the behavior appears to be self-defense he may be enrolled in the day treatment alternative school or his probation may be revoked and sent to a juvenile justice lockdown group home</li> </ul>	AJ, Nyrell, the identified "friends"	7-29-10	Ongoing	
		Vice Principal	7-29-10	6-13-11	Complete
		Keith	8-03-10	6-13-11	Complete
If AJ hits or kicks another youth in the community	<ul style="list-style-type: none"> <li>• Anyone around should talk to him calmly and get him to go home or to Anthony's</li> <li>• He will debrief the situation with Mariam and Anthony and they will call Keith</li> <li>• Keith will review the situation and his probation may be revoked and sent to a juvenile justice lockdown group home</li> </ul>	AJ, Nyrell, and friends	7-29-10	Ongoing	
		Anthony, Mariam, AJ	7-29-10	6-13-11	Complete
		Keith	7-29-10	6-13-11	Complete

Date of Meeting	Progress (Check one.)			Accomplishments / Progress and Barriers (narrative)
	Met	Partially Met	Not Met	
August 11, 2010	X			The crisis plan has been implemented. Samuel and AJ report continued progress on identifying anger producing situations and appropriate responses. They have developed the “jumpiness” scale and AJ reports using it a couple of times to avoid anger producing situations. AJ, Nyrell, and two friends will meet for pizza Friday to ask their help to “keep AJ out of the slammer.”
August 25, 2010		X		AJ has had no fights, contacted Keith on schedule, and has had clean drug tests. AJ and Samuel have continued to discuss strategies to deal with anger provoking situations. They reviewed and refined the jumpiness scale and AJ says it has helped him avoid some possible problems. Nyrell and AJ had a pizza party with Dookie, Juan and Manual and they have agreed to help with the crisis plan.